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ABSTRACT

Developed for classroom teachers in Alabama, this implementation mode is intended to provide a stimulus for infusing career education activities and goals into classroom sucject areas. It begins with a matrix showing the goals of career education. An explanation follows of the seven goals (self-awareness, educational awareness, career awareness, economic awareness, decision making, skills and competencies, and attitudes and appreciations), objectives and expected outcomes. Section 2 discusses teacher preparation and lists six steps recommended for teachers to use in implementing career education in classroom instruction. Section 3 briefly describes recommended methods of implementation. Guidelines for career education program evaluation are provided in section 4 in the form of checklists relating to the goals of career education. The final section lists 91 ideas for application of the career education concepts. (YLB)

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Career Education

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IMPLEMENTATION MODE FOR

CLASSROOM TEACHERS

CE033258

Alabama State
Department of Education

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Bulletin 1980,
No. 35

CAREER EDUCATION

IMPLEMENTATION MODE FOR

CLASSROOM TEACHERS

State of Alabama
Instructional Services Division
Career Education Unit
Montgomery, Alabama 36130

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I. Introduction

This implementation mode has been developed for classroom teachers, not as a complete, comprehensive career education package, but rather as a foundation or beginning point. Hopefully, this mode will provide a stimulus for infusing career education activities and goals into classroom subject areas. The activities, ideas, and concepts presented in this publication are by no means an "end product" of career education activities developed in Alabama; they are a beginning, to be used as a "launching pad" to more and better classroom/career education objectives, activities, and resources.

This document is intended to be used by teachers in conjunction with other State Department of Education publications - The Career Education Addendum to the State Courses of Study; one of the Career Education Curriculum Models for grades kindergarten through twelve; The State Plan for Career Education; and the Career Education Resource Directory.

It is intended that this implementation mode will serve as a conceptual framework for infusing the career education philosophy of the State Department of Education into every instructional area of the state educational system. The State Department of Education has made the following statements of philosophy on Career Education:

"Career education is a comprehensive educational approach to the preparation of the citizenry for living as fulfilled human beings in a predominately technical, specialized society.

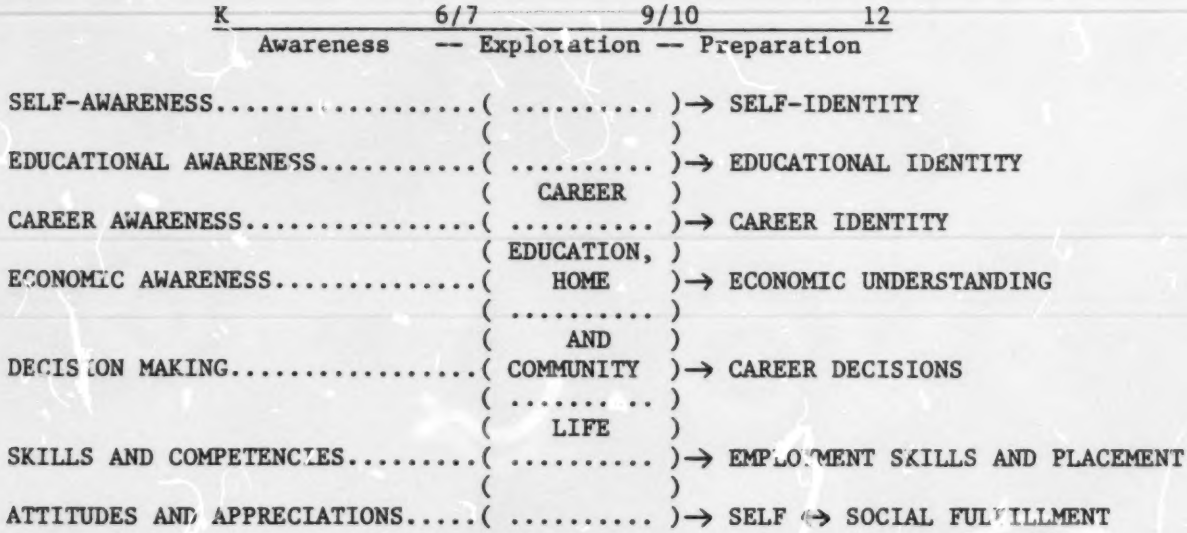
Career education should begin in grade one or earlier and continue throughout the productive life of the individual.

The concept of developmental career education dictates the necessity for a total educational program which is relevant to the world of work and is programmed to provide for the development of an awareness of self and the world of work in elementary students, exploratory experiences for junior high students, and for senior high students, knowledge and skills necessary to pursue further education or to become employed.

Career education is not conceived to replace or to be in addition to any educational programs in existence today. It is intended, however, to make educational subject matter more meaningful and relevant to an individual through reconstructing and refocusing concepts around a career development theme."

In order to reinforce and implement this philosophy, the goals of career education are shown in the following matrix:

GOALS OF CAREER EDUCATION



This structure provides a comprehensive, sequential, and integrated approach to career education designed to assist students to make career decisions based on a broad understanding of career possibilities and requirements and an assessment of the students' own interests, aptitudes, values, and goals. The structure provides for a conceptual change in the existing curriculum rather than the addition of new courses. It meshes the academic subject matter ("knowing" cognitive domain), skills and competencies ("doing" psycho-motor domain), and self understanding and decision-making ("feeling" affective domain). The structure identifies career education goals in three stages or phases beginning in the early grades with career awareness, progresses through exploration of career possibilities, and finally moves into decision-making and planning for preparation for further education, employment, job proficiency, and career advancement. An explanation of the goals, objectives, and expected outcomes follows:

Goal	Objective	Expected Outcomes
SELF-AWARENESS The student acquires a knowledge of himself/herself, what he/she is, and hopes to become.	To help students develop positive feelings about themselves, and to recognize and accept their feelings, their achievements, and their interests.	SELF-IDENTITY The student knows himself/herself and has developed a personal value system.
EDUCATIONAL AWARENESS The student recognizes the need for specific education for career roles.	To help students to become acquainted with the array of educational opportunities which will become	EDUCATIONAL IDENTITY The student has develped ability to select educational avenues for r pursuit of career goals.

Goal	Objective	Expected Outcomes
EDUCATIONAL AWARENESS (Continued)	available to them as they progress through school, the nature of these opportunities, and the implications in these opportunities; to help students perceive the relationship between education, life roles, and life styles.	EDUCATIONAL IDENTITY (Continued)
CAREER AWARENESS The student acquires a knowledge of a broad range of careers and how each serves the individual student, the community, and society.	To help students become acquainted with a variety of occupations and careers, the various personal meanings of work, and patterns different people follow in developing careers.	CAREER IDENTITY The individual has selected a role or roles within the world of work.
ECONOMIC AWARENESS The student is able to perceive processes in production, distribution, and consumption relative to his/her economic environment.	To help students become acquainted with the basic economic system and the social and economic changes which are occurring in the world, and the possible implications of these changes for their careers.	ECONOMIC UNDERSTANDING The student can solve personal and social problems in an economic environment.
DECISION-MAKING The student is able to use information in determining alternatives and reaching decisions.	To help students understand the value and processes of rational decision-making, and through practice to develop a "sense of urgency"--the confidence that what they decide or plan can indeed have an effect upon what happens to them.	CAREER DECISIONS The student has developed plans for immediate, intermediate, and long range career development.
SKILLS AND COMPETENCIES The student acquires and develops skills and competencies which are viewed as the ways in which man extends his/her behavior; and develops social and communications skills	To assist students in the selection of and entry into appropriate educational programs and to help them evaluate continously their progress in developing salable competencies and skills.	EMPLOYMENT SKILLS AND PLACEMENT The students are competent in performance of skills necessary for job placement, and/or further education, and basic life roles.

Goal	Objective	Expected Outcomes
SKILLS AND COMPETENCIES appropriate to career placement and adjustment.	(Continued)	EMPLOYMENT SKILLS AND PLACEMENT (Continued)
ATTITUDES AND APPRECIATIONS The student develops a value system toward his/her own career choice and that of others, and develops appropriate feelings toward oneself and others.	To assist students in their career development so that they are able to anticipate changes in themselves and their environment and will be able to continue to plan and carry out personally satisfying and productive pursuits throughout their lives.	SELF-SOCIAL FULFILLMENT The student has developed an appreciation of his/her own role and roles of others.

II. Teacher Preparation

Dr. Wayne Teague has exemplified his interest and commitment to career education by a statement which he made during his initial address to the State Board of Education and the entire Department of Education after assuming the office of State Superintendent of Education in October of 1975.

> "The concept of career education should be reflected in the total organizational structure of the State Department of Education. Career education is an instructional strategy which includes an awareness of the world of work, broad orientation in occupations (professional and non-professional), in-depth exploration of selected occupational clusters, career preparation, and an understanding of the economic system of which jobs are a part. Career education should not be perceived as another program existing in isolation from the rest of the educational program. It is a concept that is completely integrated with the existing structure."

It is each classroom teacher's responsibility to implement the goals of career education which have been devised and explicitly stated. Although career education is not a separate curricula for classroom teachers, it takes additional and particular preparation to integrate career education into classroom instruction. However, career education is not an additional course requirement, but a vital instructional tool which can be used to motivate the students in whatever subject is being taught by providing relevant purposes to learning. The concept of career education is a continuing attempt to satisfy the students' curiosity of "Why study this?" "Is this subject important to me?" "What's the reward for me if I master this course?" etc. An increasing number of educators throughout the state and the nation are realizing that teaching for the sake of teaching and learning for the sake of learning are not the best inputs for motivation. Career education is a systematic method to justify and provide relevant relationships between the student and his or her environment.

The following steps are recommended for classroom teachers of all levels of public education to implement career education in classroom instruction. The purpose of materials presented here is to familiarize the classroom teacher with career education goals and to encourage implementation in the classroom. No programs can be successfully implemented without acceptance and commitment of classroom teachers.

Step One: Become familiar with career education objectives and goals, as found in the Introduction, and make plans to implement each in classroom instruction.

Step Two: Analyze academic year goals, units of study and lesson plans to establish the purpose of each in accordance to the concept of career education.

It is acknowledged that many teachers have been integrating the concepts of career education in their classrooms. It has been learned through their experiences that successful implementation required early and careful planning.

Step Three: Become familiar with the resource materials available in the school materials center, the system materials center, and the community. Determine the needed resource materials and the availability of such materials. Assistance may be sought from the career education coordinator, the guidance counselor, principal, and the State Department of Education Career Education Office to locate all available resources.

Step Four: Develop fully integrated lesson plans infusing the goals of career education whenever it is feasible. During this stage the teacher can determine if the concepts of career education have been utilized to provide a relevant purpose for each lesson.

The purpose of career education is not to complicate regular classroom instruction but to be used as an integral tool to broaden the scope of instruction.

Step Five: Implement the fully integrated plans in classroom instruction. Implementing the plan should serve as a motivational and instructional tool.

Step Six: Evaluation -- The evaluation of implementing the concepts of career education should be continuous and systematic. Careful and thorough evaluation should be useful in implementing the concepts of career education in other lesson plans.

The suggested evaluation tool is: Characteristics of A Good Career Education Program, which is included at the end of this guide.

III. Recommended Methods of Implementation

A. Devise and/or locate instructional materials or community resources designed to help students understand and appreciate the career implications of the subject matter being taught. There are an increasing number of career education materials for classroom teachers. Consult the career education coordinator, guidance counselor, or other appropriate personnel to establish the availability of the materials in your school system.

B. Invite someone from a related occupational area to share his/her experiences and knowledge relating to the subject matter. An increasing number of professional and industrial leaders are recognizing the value of career education. They are not only willing but actually encouraging educators throughout the state to utilize their services.

C. Arrange field trips to provide opportunities exploring related occupations. No classroom should be in isolation from the students' economic environment.

D. Devise and implement role-playing games to enhance self-identification and understanding of the careers which are related to the subject matter being taught. The games should provide the students with opportunities to make meaningful decisions.

E. Assist the students in understanding intricacies of our economic system by discussing the interdependence and economic importance of occupations discussed in classes.

F. Provide students opportunities to research their selected career fields. Students should be allowed to select the occupations which they will research.

G. Assist students in analyzing their interests, strengths, and personal goals in relation to compatibility of careers.

H. Counsel the students on career preparation, employment seeking processes, required skills for employment, etc.

I. Develop and maintain a system to record instructional materials and community resources used in implementing the concepts of career education. Such a system will assist teachers in evaluating career education implementation and can serve as a cornerstone for making preparation for succeeding years.

J. Develop a system to evaluate the impact and success of the efforts to implement the concepts of career education. A checklist is provided in the next section.

K. Select career education fusion activities from those provided in the Appendix.

It is important to understand that the above recommended methods or approaches should not restrict a teacher's creativity in implementing the career education concept. The purpose of the above statements is not to replace the classroom teacher's ability to be adaptable and innovative, but only to serve as a guide to the classroom teachers who are implementing the concepts of career education.

The recommended methods were written to allow maximum flexibility in applying to all levels of public education. Each teacher should decide which methods can be adopted and implemented in his or her classroom. Each method can be adjusted in complexity to be used at all levels.

IV. Evaluation - (Checklist - Characteristics of a Good Career Education Program)

A comprehensive career education program should be organized to assist the students in developing self-awareness and acquiring decision-making skills relative to education, employment, and other career development activities. The following statements provide guidelines by which any school may measure its career education program.

Teacher's Name _____ School _____

Subject _____ Grade _____

School System _____

Yes	No	Needs Improvement	Checklist of Statements	Levels of Application K-1-2-3-4-5-6-7-8-9-10-11-12
			Attitudes and Appreciations	
( )	( )	( )	Encourage and promote parental interests in their children's educational development.	x-x-x-x-x-x-x-x-x-x-xx-xx-xx
( )	( )	( )	Provide learning opportunities for improvement of students' attitudes.	x-x-x-x-x-x-x-x-x-x-xx-xx-xx
( )	( )	( )	Cultivate students' appreciation for the dignity of the world of work.	x-x-x-x-x-x-x-x-x-x-xx-xx-xx
( )	( )	( )	Encourage the development of socially acceptable patterns of behavior.	x-x-x-x-x-x-x-x-x-x-xx-xx-xx
( )	( )	( )	Help develop positive and realistic self-concepts for improving interpersonal relations.	x-x-x-x-x-x-x-x-x-x-xx-xx-xx

Yes	No	Needs Improvement	Checklist of Statements	Levels of Application K-1-2-3-4-5-6-7-8-9-10-11-12
Self-Awareness				
( )	( )	( )	Provide students a wide range of exploratory activities to test self-identities and to form self-concepts.	x-x-x-x-x-x-x-x-x-x-xx-xx-xx
( )	( )	( )	Provide occupational guidance relevant to students' needs, interests, desires, and abilities.	x-x-x-x-x-x-x-x-x-x-xx-xx-xx
( )	( )	( )	Provide for participation in creative expression.	x-x-x-x-x-x-x-x-x-x-xx-xx-xx
( )	( )	( )	Identify how career choices should be a by-product of individual self-awareness.	x-x-x-x-x-xx-xx-xx
( )	( )	( )	Help students develop sensitivity for their uniqueness and dignity in meaningful and responsible relationships to society and the self.	x-x-x-x-x-x-x-x-x-x-xx-xx-xx
Decision-Making				
( )	( )	( )	Provide students the opportunities to make realistic occupational choices.	xx-xx-xx
( )	( )	( )	Provide students with the scientific method of decision-making.	xx-xx-xx
( )	( )	( )	Provide motivation and incentives for individual selections for career preparation.	x-xx-xx-xx

Yes	No	Needs Improvement	Checklist of Statements	Levels of Application X-1-2-3-4-5-6-7-8-9-10-11-12
			Career Awareness	
( )	( )	( )	Provide relevant, career related experiences for students.	x-x-x-x-x-x-x-x-x-x-xx-xx-xx
( )	( )	( )	Provide information of job opportunities existing in their community and the surrounding area.	x-x-x-x-xx-xx-xx
( )	( )	( )	Provide students with a knowledge of the characteristics of various occupations with different occupational families.	x-x-x-x-xx-xx-xx
( )	( )	( )	Provide career-oriented activities that produce positive effects on language achievement, mathematic achievement, and occupational awareness.	x-x-x-x-x-x-x-x-x-x-xx-xx-xx
( )	( )	( )	Provide career alternatives for dropout prevention.	x-xx-xx-xx
( )	( )	( )	Encourage understanding of employment possibilities in specific occupational groups.	x-xx-xx-xx
( )	( )	( )	Counselors provide and coordinate career counseling and resources for individual and classroom use.	x-x-x-x-x-x-x-x-x-x-xx-xx-xx
			Economic Awareness	
( )	( )	( )	Equip students educationally for a productive life and economic independence.	x-x-x-x-x-x-x-x-x-x-xx-xx-xx

Yes	No	Needs Improvement	Checklist of Statements	Levels of Application K-1-2-3-4-5-6-7-8-9-10-11-12
( )	( )	( )	Enable students to project economic implications of career decisions to their chosen life styles.	x-x-x-xx-xx-xx
( )	( )	( )	Provide students with the knowledge and skills necessary to function effectively as consumers.	x-x-x-x-x-x-x-x-x-x-xx-xx-xx

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Educational Awareness

( )	( )	( )	Provide student/family/staff and community sharing in educational planning and decision-making.	x-xx-xx-xx
( )	( )	( )	Every academic subject should show its application to relative occupations.	x-x-x-x-x-x-x-x-x-x-xx-xx-xx
( )	( )	( )	Keep students informed of the expansion of vocational, technical, and postsecondary educational offerings.	x-xx-xx-xx
( )	( )	( )	Provide curriculum for the development of career interests and preparation.	x-x-x-x-xx-xx-xx
( )	( )	( )	Implement new approaches for improving the educational opportunities for the students.	x-x-x-x-x-x-x-x-x-x-xx-xx-xx
( )	( )	( )	Utilize career education materials to supplement existing textbooks.	x-x-x-x-x-x-x-x-x-x-xx-xx-xx

Yes	No	Needs Improvement	Checklist of Statements	Levels of Application K-1-2-3-4-5-6-7-8-9-10-11-12
( )	( )	( )	Provide career educational methods, materials, and equipment for classroom presentations.	x-x-x-x-x-x-x-x-x-x-xx-xx-xx
( )	( )	( )	Infuse field experiences and outside resource speakers appropriate to the subject matter and related occupations.	x-x-x-x-x-x-x-x-x-x-xx-xx-xx
( )	( )	( )	Provide students with the knowledge of educational requirements for various occupations.	x-x-x-xx-xx-xx

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Skills and Competencies

( )	( )	( )	Relate job tasks to appropriate levels of education, training, and individual capabilities.	x-x-x-xx-xx-xx
( )	( )	( )	Identify and develop the competencies students need to perform effectively in society.	x-x-x-x-x-x-x-x-x-x-xx-xx-xx
( )	( )	( )	Prepare students for immediate employment and for continued education.	x-xx-xx-xx
( )	( )	( )	Provide actual and/or assimilated job opportunities for vocational and technical interests to help in the development of positive self-images as potential workers.	x-x-x-xx-xx-xx

___ ___ ___	Checklist of Statements	Levels of Application K-1-2-3-4-5-6-7-8-9-10-11-12
( ) ( ) ( )	Provide students at every grade level with basic tools and equipment appropriate to the subject matter being studied.	x-x-x-x-x-x-x-x-x-x-xx-xx-xx
( ) ( ) ( )	Provide students with comprehensive placement services and assistance.	x-xx-xx-xx
( ) ( ) ( )	Provide for evaluation and follow-up of stated objectives to improve the total career education curriculum.	x-x-x-x-x-x-x-x-x-x-xx-xx-xx

V. Resources

See the State Department of Education, Career Education Program Resource Guide for materials needed for implementation.

VI. 91 Ideas for 901 Applications

1. Have the class name some occupations requiring special kinds of personality traits.

2. Discuss what has influenced who you are today. Examples are family, travel, extra-curricular activities; list others.

3. Role-play or dramatize a "This is Your Life" program.

4. Have students survey employers as to the useful skills or lack of skills of recent employees hired.

5. Have students make drawings or self-portraits and ask:

   a. How do you see yourself?
   b. What traits or skills do you have that you like?
   c. What traits or skills would you like to develop?

6. Role-play some value conflict situations, i.e.:

   a. within the individual
   b. between workers
   c. between the worker and the organization

7. Discuss: "How would you define success: What values and specific goals are implied by your definition? e.g., power, fame, contentment, money."

8. Discuss work performances and related ideas. Have students select occupations illustrating each of the following on a continuum and then pick the most and least preferred occupation.

   a. Routine . . . . . Varied
   b. Indoor . . . . . Outdoor
   c. Hazardous . . . . . Nonhazardous
   d. Precise . . . . . Approximate
   e. List Others

9. Interview workers in different job clusters about their interests.

10. Study career charts relating to careers, training, and school subjects.

11. Debate: "Interests are more important than abilities in choosing electives or jobs."

12. Ask students to list occupations they reject as a way of revealing the students' individual interests.

13. Have students keep a personal diary of their activities for one week. Have them note likes and dislikes and discuss in small groups the relationships of the week's activities to tentative career choices.

14. Have students list occupations which have some very specific physical characteristic requirements, e.g., professional sports, heavy construction work, high-speed assembly line work.

15. Have students consider requirements for jobs in terms of: hearing, eyesight, height, voice, energy level, general health, age.

16. Make a case study of someone who has experienced physical and/or related mental problems caused by his job.

17. Interview workers in various work situations to determine physical and mental characteristics required to perform various jobs.

18. Invite a personnel counselor or industrial psychologist to discuss the relationships between physical and mental health.

19. Use the observations and interviews made during a field trip to develop personality requirements for various work roles.

20. Have the class develop a survey form--"Important Needs of Workers"--and survey occupational resources to determine the degree of need satisfaction in various occupations.

21. Have students survey others (parents, teachers, workers, etc.) to determine how they rank the various rewards of work.

22. Debate whether a job is an expression of your personality or whether the job tends to create a certain type of personality.

23. Have students develop skits on various work settings, i.e., an assembly line, a sales conference, hospital work, a construction site. Discuss the talents or skills that seem necessary to carry out the various roles.

24. Have students interview workers for "typical day" activities and describe the interests expressed.

25. Interview students in the school work experience program concerning the expression of interest through their work.

26. Have students study occupations seen on TV, motion pictures, and other media. Have students record what is displayed as desirable, e.g., adventure, power, status, income, etc.

27. Have students interview older people, such as grandparents, concerning their views of hard work; compare with views held by younger people.

28. Role-play some stereotyped work roles and the implied role conflicts, e.g., commission sales workers.

29. Invite representatives to speak from community volunteer organizations.

30. Invite representatives from local industries to describe how they use young volunteers.

31. In small groups have students analyze themselves and verbalize ways in which they can contribute to a task.

32. Role-play situations illustrating weak and strong commitments to a task.

33. Use puzzles, games, and exercises to illustrate the decision-making process.

34. Discuss: "Once you make a choice of a job you should stick with it the rest of your life."

35. Discuss: "There is only one occupation which is best for any one individual."

36. Discuss the kinds of decisions people of varying age groups must make: 5-year-olds, 10-year-olds, 18-year-olds, 25-year-olds, 40-year-olds, 65-year-olds.

37. Write an "occupational epitaph" for your tombstone.

38. Have students read autobiographies or biographies of famous people and predict the probability of success for other careers.

39. Ask students to describe their reasons for course selection as they relate to their occupational goals. Do the same for course transfer requests.

40. Have students study the implications of various work roles, leisure time activities, and family life activities.

41. Have students study the developmental life experiences of workers in various occupations through biographical materials and interviews. Discuss how early life experiences influenced future choices and opportunities.

42. Ask students to explain three decisions that they will have to make before choosing a career.

43. Develop a student-to-student advisor system, e.g., 9th-graders advising 7th-graders. Analyze different reactions and advice given by students, teachers, counselors, and parents.

44. Ask students to interview adults such as teachers, parents, and people in the community, using a hypothetical career choice. Compare the different advice based on the same information. Look at age, sex, occupation, and family relationship to the advice given.

45. Have a committee report on good examples of sources of career information.

46. Ask students to assist in developing and maintaining a career resource center within the school.

47. Have students stage a "What's My Line" TV show and utilize dress, manner, and speech to illustrate occupational stereotypes.

48. Have students survey different popular magazines, films, and newspapers to determine how various occupations are portrayed.

49. Have students study the want ads for the training required for occupations in different interest areas.

50. Have students interview workers about their education and work training. See if there is a relationship between their high school courses and their occupations.

51. The class or committees could list all the jobs for which they think a certain school subject would prepare them. Discuss these choices with subject teacher.

52. Invite high school personnel (teachers, counselors, etc.) to explain educational programs and their relationship to occupations.

53. Debate or discuss: "What is the most important subject in school?"

54. Discuss the validity of employer preferences such as age, sex, appearance, marriage status, etc.

55. Role-play and video tape simulated employment interviews which illustrate various personal characteristics that can show up in an interview; for example, appearance, mannerisms, and speech.

56. Have students interview people in supervisory positions about criteria for promotion.

57. Read selections from the book THE PETER PRINCIPLE (1969) and discuss.

58. Have students study the in-service educational opportunities in various occupational fields by interviewing and using printed resources.

59. Have students identify jobs that require geographical mobility, e.g., local firm vs. national firm, small firm vs. chain store, migrating workers, etc.

60. Study the immediate and long-term rewards in various occupations. Consider personal, intrinsic rewards, social or status awards, and economic rewards.

61. Play a "nickname of occupation matching game," for example, cop, grease-monkey, strawboss, leatherneck, saw bones, frogman. Discuss possible stereotypes of the occupations implied by the nicknames.

62. Have students make a list of words describing "good workers" in various occupations.

63. Dramatize (or role-play) several occupations represented by parents of class members or workers whom students might observe in the community.

64. Have each student write a theme on "What I Think the Job World Will Be Like Twenty Years from Now."

65. Interview State Employment Service workers on the effects of business cycles and changing technology on employment opportunities.

66. Identify worker functions or roles which are common to past and present occupations and might be found in the future, e.g., personal service activities.

67. Define: Automation, Cybernation. Discuss the effects of automation pro and con. For example: If you were a coal miner who was replaced by a machine, how do you think you would feel about automation? Discuss, "Is it possible that this automated age will outmode people to the point that machines rather than humans will be in control of society?"

68. Have students develop audio tapes and slides on job descriptions for use in the class and the school.

69. Discuss the value of summer job tryouts.

70. Develop skits portraying ineffective workers.

71. Tape and play back simulated job interviews for voice quality: videotape for posture and appearance factors such as health and grooming.

72. Invite recent graduates and dropouts to speak to the class on their occupational experiences.

73. Have students spend a day with parents or close friends at their place of employment and report back to class on the various occupations observed.

74. Have students make up cartoons illustrating various attitudes toward work, e.g., "The instinct of workmanship," "Some people can't leave their work behind," "Is the life of ease really the good life?"

75. Debate or discuss the subject of whether or not a person must work to be happy or be happy at his work.

76. Examine particular frustrations in given job classifications, e.g., public employees, women's occupations.

77. Discuss financial compensation as composed not only of salary but of fringe benefits, stock options, payment for travel expenses, etc.

78. Have students survey various occupations and obtain published codes of ethics. Discuss the reasons for codes and their limitations.

79. Analyze the following factors as means of achieving power.

    a. formal position, elected or appointed
    b. personality
    c. money
    d. knowledge

80. Examine the symbols of power, e.g., white coats in medicine, carpeted offices, titles.

81. Observe and tape a task group at work. This could be a city council, school board, or student government meeting. Discuss the work and authority distribution among members, the reasons for such a distribution, and the ways people responded to authority roles.

82. Have students interview supervisors or employers of the same occupations; compare their expectations.

83. Have the students write a letter of reference for themselves for an imaginary position.

84. Read job descriptions in the Occupational Outlook Handbook and find occupations that show how one type of work is dependent on another.

85. Discuss: Work, the site of human relations. Ask, "Why is work today a group activity?"

86. Visit a firm and have students make observations of group problem-solving and production.

87. Ask students to make lists of activities that they define as work, play, and creative leisure. Discuss differences and similarities.

88. Survey working women on their reasons for working. Include working mothers.

89. Structure a role-playing situation of a student as a grandmother, mother, and herself in the future. Emphasize the changing historical role of women.

90. Describe the interest areas on the Kuder or other inventories. Ask the students to rank their three highest and three lowest interest areas. Administer the inventory. Interpret the results and compare with the students' self estimates.

91. Have students to design word-o-gram puzzles using work attitudes or different occupations within a cluster.